DOCUMENT RESUME

ED 236 721 CS 504 417

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TITLE Oral Communication Assessment Procedures and Instrument Development in Higher Education. A Report by the Subcommittee for Oral Communication Assessment in Higher Education.
INSTITUTION Speech Communication Association, Annandale, Va.
PUB DATE 83
NOTE 64p.; Commissioned by the Committee on Assessment and Testing of the Speech Communication Association.
AVAILABLE FROM Speech Communication Association, 5101 Backlick Rd., Suite E, Annandale, VA 22003 ($3.00, prepaid).
PUB TYPE Reports - Research/Technical (143) -- Reports - Descriptive (141) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *College Students; Communication Research; *Communication Skills; *Evaluation Methods; *Evaluation Needs; Higher Education; Speech Communication; *Speech Evaluation; Speech Skills; *Testing Programs

ABSTRACT

Divided into two sections, this report describes research on the range and degree of assessment of students' communication skills in colleges and universities and includes the following findings: (1) of the 384 respondents from college speech communication departments, 45 reported using large-scale, uniform testing of students; (2) these large-scale programs were designed to fulfill four main purposes--course exemption, placement/screening, evaluation within classes, and teacher certification; (3) programs assessed students' public speaking, voice and articulation, communication anxiety, speech and hearing, listening, group discussion, and interpersonal communication; (4) assessment methods included oral, written, and both oral and written modes; and (5) most communication educators were actively searching for reliable, valid assessment instruments and procedures. The second section of the report includes descriptions of the procedures and instruments used by the 45 colleges and universities in their assessment programs, indicates assessment purposes, skills evaluated, and mode of assessment, and lists a contact person in each institution. (MM)

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ORAL COMMUNICATION ASSESSMENT PROCEDURES AND INSTRUMENT DEVELOPMENT IN HIGHER EDUCATION

A report by the
Subcommittee for Oral Communication Assessment in Higher Education

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1983

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ASSESSMENT OF ORAL COMMUNICATION IN HIGHER EDUCATION

The development of oral communication skills has long been recognized as a major objective of higher education. Currently, a course in speech is required by one or more academic divisions in most institutions of higher education within the United States (Gibson, et al., 1980). The most recent evidence of the perceived importance of speech communication instruction has appeared in the form of legislative mandates (e.g., Florida and California) requiring students to show proficiency in "Communication Skills" (reflecting the sub-skills of writing, reading, speaking, and listening), not only within college classes but also on standardized measures of skills. In addition, the College Board's "Project Equality" (Biemiller, 1981) has identified "speaking and listening" as one of six basic academic competencies essential for college preparation in the 1980s.

While these renewed efforts in mandating instruction in speech communication reflect the philosophy that these skills are vital for success in college, they also force renewed attention on an old problem: How can speech communication skills, which are, by their very nature, transient, be validly and reliably assessed? One of the earliest attempts to address the seriousness of this issue was that of Keller, Seifrit, and Baldwin (1959). After surveying the use of proficiency examinations in speech, they concluded, "There is widespread concern regarding the validity and reliability of proficiency examinations. It is hard to draw conclusions regarding this matter, since the purpose and construction of such exams varies with the educational philosophy of the department of speech throughout the country" (p. 245).

More recent research suggests that the issue has yet to be resolved. As Gibson, et al. (1980) report in their latest survey of the basic course, eighty-two percent of the respondents described testing in the basic course as "teacher-made exams." Thus, non-standardized rating forms and instruments appear to be the most common assessment tools in speech communication classrooms, most of which have traditionally lacked the research necessary to assure that they measure what they purport to measure and that all users of the instrument use it in a uniform manner. While standardized instruments provide more valid and reliable measures of skill levels (Standards, 1974), perusal of the literature reveals that there are only a few such instruments available to communication professionals that are specifically aimed at the college level or at the assessment of oral communication skills (Backlund, 1983; Decker, 1982; Larson, 1978; Larson, Backlund, Redmond & Barbour, 1978; Levison, 1976; Rubin, 1982; Scafe and Siler, 1979). As a result, the only clear statement that can be made is that no one is certain what the "state of the art" in college student oral communication assessment is today.

In an attempt to address the foregoing need, at the 1981 Speech Communication Association annual meeting, the Committee on Assessment and Testing created a subcommittee to examine the state of the art in assessment of speech communication skills in higher education. This newly created committee, the Committee on Assessment Practices and Instruments in Higher

Education, was asked to determine the range and degree of assessment in colleges and universities, to evaluate these methods, and to make this information available to potential users of these instruments.

SCOPE OF THE PROJECT

This newly formed committee found it necessary to limit the scope of its investigation further than the "higher education" boundary. Restricting the investigation to large-scale programs was somewhat problematic since there were some colleges with fairly sophisticated examination procedures available on a large-scale basis, but, in actuality, used on a limited basis. Thus, institutions with such instruments available for large-scale use and which test more than one or two students each year were included in this study.

Furthermore, the committee thought a description of only standardized instruments and procedures would restrict the data sufficiently to make analysis possible. However, as information on assessment programs was uncovered, very few standardized instruments were identified. Standardized tests are generally defined as published products of professional competence and are quite reliable and usually valid; they provide elaborate tables of norms that can be used for comparative purposes. Specially constructed tests, on the other hand, are "teacher-made" tests, or those constructed by competent professionals for measuring limited areas of achievement or proficiency (Kerlinger, 1973). Most of the instruments identified by respondents in the survey were of the latter variety.

The key criterion, then, became uniformity. That is, those behaviors or questions asked of the student had to be the same for all students and/or the criteria used to assess these behaviors or knowledge needed to be specified and followed uniformly by those doing the assessment. This criterion eliminated from consideration descriptions of evaluations used, for example, in fundamentals courses where each instructor creates his/her own exams and devises her/his own speech rating sheet. If departmental standards involving assessment instruments were used in the course, they were then considered to be uniform and were included in the summary.

METHOD

Postcard-style questionnaires were mailed by the Speech Communication Association to approximately 2200 college department representatives in speech communication. The questions on the postcard served as an initial screening to determine if large-scale assessment procedures and/or instruments were in use or anticipated in the near future. A total of 384 questionnaires, or 17.5 percent, were returned (see note 1). Of these, 211 (54.9%) indicated that standard methods of assessing communication skills were not in use at the institution. Thirty-two, or 8.3 percent, indicated that plans were underway for such a program; the representatives of these schools were then contacted and asked to send pertinent information as soon as it was available.

One hundred and seventeen, or 30.4 percent of the respondents, indicated that uniform large-scale assessment was being conducted at their institutions, either as part of a course or outside-of/in-addition-to a course. These respondents were then telephoned (or written to, if not reached by phone) for further information. As a result of this correspondence, it was determined that some of the large-scale testing was not uniform in nature; thus, these institutions were not described in this resulting report on each of the institutions using uniform, large-scale assessment procedures. However, forty-five (38.5%) of the respondents who replied that large-scale assessment was available at their institutions provided additional details about their assessment programs.

Specifically, respondents were asked to describe the course or testing program, the students who were affected by it, the concepts or skills that are assessed, the purpose of the assessment, the procedures or method of assessment, and the type of instrument that is used. Having received this information, the committee then classified the communication assessment programs and instruments according to (1) the purpose and/or use of the program/instrument within the educational process (e.g., course exemption), (2) the skills or concepts assessed (e.g., public speaking), and (3) the mode (e.g., oral) of assessment employed (see note 2).

RESULTS

While the actual number of institutions represented in the final survey is small, it represents a cross-section of institutions of higher education (see note 3). Of the forty-five institutions, 37.8% reported an enrollment of 5,000 students or fewer, 17.8% enrolled 5,001 to 10,000 students, 22.2% enrolled 10,001 to 20,000 students, and 22.2% enrolled more than 20,000 students. About 84% of the respondents represented four-year/graduate institutions and 15.5% were two-year institutions. Concerning the type of institutional support, two-thirds were public universities while one-third were private colleges or universities. While most types and sizes of institutions were represented in the data, the type of institution which most frequently reported the use of large-scale assessment procedures/ instruments was the private, four-year/graduate institution with an enrollment under 5,000 students (28.9%).

From careful examination of all the information received from the respondents, four main purposes for assessing students' communication skills emerged: Course Exemption, Placement/Screening, Assessment Within Class, and Teacher Certification. Of the four major purposes, course exemption was reported as the most frequent purpose for an assessment program. Twenty-three (53.3%) of the respondents indicated this as one of the purposes of their assessment program. The second most frequent purpose for an assessment program was assessment within class (28.9%) and placement/screening (28.9%) followed by teacher certification (15.5%). As the percentages indicate, nine (20%) institutions reported more than one purpose for their assessment program. In all cases where more than one purpose was listed, course exemption was one of them and assessment within class, placement, or teacher certification was the other.

Course Exemption, in this instance, refers to instruments or procedures used to determine whether or not students need to take either a required or non-required course. In some instances students can earn credit for the course; in others, they merely fulfill that specific course requirement for graduation. Often these tests are referred to as proficiency tests, "test-out" procedures, or exemption tests, but the single common element is that superior achievement is "rewarded" in some manner, usually by the granting of credit or freeing the student from a required course. The underlying meaning is that the successful student has already acquired the knowledge and/or skills taught in the course. Table 1 summarizes the 25 course exemption tests identified by responding institutions according to the skills assessed and the mode of assessment.

TABLE 1

SUMMARY OF INSTRUMENTS/PROCEDURES USED FOR COURSE EXEMPTION

N=25*

SKILLS	MODE		
	Oral	Written	Oral & Written
Public Speaking	7	--	15
Speaking	2	--	--
Voice & Articulation	3	--	--
Communication Anxiety	1	--	--
Listening	--	1	--
Interpersonal	1	2	2

*Because some tests assess more than one skill and are used for more than one purpose, the total of the columns and rows will be greater than the number being described.

It must be noted that within Table 1 and subsequent tables, duplications exist. That is, one college may have an oral and written public speaking exemption test, a written listening test for teacher certification, and an oral voice and articulation placement instrument. Thus, reference to these assessment procedures would, then, appear on three different tables. These tables are provided as summary information only; explicit descriptions of the instruments and procedures used by the 45 respondents are found later on in this final report.

As well as course exemption as a basis for assessment programs, there are various attempts to make uniform assessments of students' abilities within the structure of a course. Often, multi-section courses demand uniformity (or others demand it of them). At other times, faculty seek to stabilize grading criteria for themselves. Thus, a large number of speech rating sheets and written exam questions emerge. The intent of such efforts is, supposedly, to make grading more objective and teaching more standard. The 13 uniform course instruments are summarized in Table 2.

TABLE 2

SUMMARY OF INSTRUMENTS/PROCEDURES USED FOR ASSESSMENT WITHIN CLASS

N=13*

SKILLS	MODE		
	Oral	Written	Oral & Written
Public Speaking	4	1	8
Voice & Articulation	2	--	--
Communication Anxiety	--	1	--
Listening	--	3	1
Group Discussion	1	--	1

*Because some tests assess more than one skill and are used for more than one purpose, the total of the columns and rows will be greater than the number being described.

The purpose behind placement tests is somewhat similar to course exemption tests. These instruments and/or procedures are generally used to "diagnose" or identify commonly found problems students have in speech communication as early in the student's college career as possible. Sometimes all new freshmen are tested with the intent of finding students with deficiencies. At other times, the instruments are used at the beginning of a basic and/or required course to place students into specialized courses or sections. Instruments and/or procedures labelled "Screening" are somewhat similar to "Placement" assessments in that they are used to "diagnose" or identify problems in speech communication; however screening tests are not connected to a particular course. Often they are used in conjunction with a skills center where advice and/or training can be provided. Students may choose to undergo the assessment or they may be referred by

faculty who suspect problems in the student's communication skills. What these instruments/procedures have in common is their mandate to provide remedial or specialized instruction for those who show a need for it, whereas with the exemption test, the emphasis is on identifying students at the other end of the spectrum, the superior student. Twelve placement/screening instruments are summarized in Table 3.

TABLE 3

SUMMARY OF INSTRUMENTS/PROCEDURES USED FOR PLACEMENT/SCREENING

N=12*

SKILLS	MODE		
	Oral	Written	Oral & Written
Public Speaking	1	1	--
Speaking	2	--	--
Voice & Articulation	6	--	--
Communication Anxiety	--	4	--
Listening	--	2	--
Group Discussion	1	--	--
Oral Reading	1	--	--

*Because some tests assess more than one skill and are used for more than one purpose, the total of the columns and rows will be greater than the number being described.

A fourth purpose for assessing students' communication skills is teacher certification. The objective of this type of assessment program is to certify the student as communicatively competent or to insure that the student has a sufficient level of communication skill to enter either the teacher education or student teaching program. Most of the attempts to certify the communication skills of prospective teachers are linked to speech communication courses, in one way or another. States and colleges both seem to be concerned with the speech communication skills of students seeking teacher certification (see note 4), and many instruments and procedures address this need through some sort of screening or course exemption procedure. The ultimate aim is to examine prospective teachers' communication skills prior to the student teaching experience so that remedial work, if necessary, can be provided early in the student's college career. Seven teacher certification instruments/procedures are summarized in Table 4.

TABLE 4

SUMMARY OF INSTRUMENTS/PROCEDURES USED FOR TEACHER CERTIFICATION

N=7*

SKILLS	MODE		
	Oral	Written	Oral & Written
Public Speaking	4	--	1
Voice & Articulation	3	--	--
Speech & Hearing	1	--	--
Listening	--	1	--
Interpersonal	1	--	--

*Because some tests assess more than one skill and are used for more than one purpose, the total of the columns and rows will be greater than the number being described.

As can be seen in Tables 1-4, the range of skills/concepts tested by these instruments/procedures was as large as the range of instruments. The specific skills which were listed as a focus of assessment, either singly or in combination, were: public speaking, speaking, voice and articulation, communication anxiety, speech and hearing, listening, group discussion, and interpersonal communication. The ability to speak in public was, by far, the most common target of assessment. Seventy-one percent (N = 32) of the institutions responding listed public speaking as a primary target of assessment, with half of the instruments listing public speaking as the sole target of their assessment program. Quite a few (N = 14) institutions were concerned with voice and articulation abilities (31%); traditionally, these instruments have been readily available and generally require a short amount of time for complete assessment. Less frequently were communication apprehension (N = 6, 13.3%), listening (N = 8, 17.8%) or interpersonal skills (N = 6, 13.3%) assessed. While the majority of the instruments (64%) assessed one skill only, 27% assessed two skills and 9.0% assessed three.

The methods of assessment also varied in nature and can be classified as assessment either by oral, written, or both oral and written modes. By and large, the rating of a student's oral presentation of communication was the most common form, either alone (35.5%) or in combination with a written test (51.1%). However, most rating sheets used in these instances listed criteria to be used in judging, but provided no standards for the raters to

use in their judgment. That is, even though a five-point scale is provided for rating a speech's organization of ideas, the raters are not given criteria for the five numbers and thus may use them differentially. Students are also asked to orally read passages and to listen to messages they hear.

Another practice used by 13.3% of the respondents was asking a student to respond in writing, usually in the form of a paper-pencil multiple-choice test. This indirect method is used most often in combination with an oral assessment. Only one institution used written assessment alone to assess understanding of textbook principles about public speaking and one school used a written test to identify students needing remedial work in language skills. Four institutions used McCroskey's (1978) Personal Report of Communication Apprehension (PRCA), a paper/pencil self-report measure, without any other test and these were classified as "written."

Most institutions (51.1%) have assessment procedures that require students to both write and speak; most often students must pass the written portion as a prerequisite to continuing with the oral evaluation. A newer innovation involves the use of audiotape and/or videotape. In some instances, students view videotaped materials and are asked questions (orally or in writing). In other tests, they may be asked to record their oral remarks on audiotape or videotape.

DISCUSSION

The SCA-endorsed document, "Criteria for Evaluating Instruments and Procedures for Assessing Speaking and Listening" (Backlund, Brown, Gurry & Jandt, 1979), emphasizes the importance of choosing valid, reliable and feasible instruments that assess skills directly. It suggests that any inferences about speaking and listening skills should not be made from tests requiring reading and writing. Additional criteria stipulate that tests should permit a range of acceptable responses and that instruments should be standardized so that raters' skills will not affect the test results. The survey results indicate that these criteria have not been met by most of the procedures and instruments currently in use today.

By and large, most of the instruments are specially-constructed tests or rating sheets which have yet to be empirically validated. Many of the instruments that are used assess skills indirectly; that is, they use self-administered multiple-choice scales instead of having judges directly assess the skills in question. These methods indicate questionable validity when the intent of the program is to measure skill level (as opposed to knowledge of communication theories and concepts).

Those instruments or rating sheets using persons to rate skill levels (as is common in speech rating forms) do not demonstrate or report on the instrument's reliability. Furthermore, most of these instruments do not stipulate a range of acceptable behavior, nor do they provide detailed description of the level of skill expected for an individual to be termed "competent." This makes it most difficult for raters to be reliable in their assessments.

The most prominent finding in this survey is the fact that most communication educators are actively searching for a method that will provide them with the information they need or are required to prepare for others. Many of these assessment instruments or procedures were developed to deal with externally-imposed conditions. In some cases, the state or the university looks to the speech communication faculty to assess students' voice and diction (sometimes in lieu of an "English as a Second Language" program), their ability to speak in a classroom (to satisfy a teaching certification requirement), or their over-all communication abilities (as in a form of competency exam, credit-by-examination, or test-out procedure). Unfortunately, these assessment instruments have not received adequate funding to insure that they are measures of what they purport to measure and are used consistently in the evaluation process.

At other times, the faculty developed the instrument to improve their own instructional conditions. Exemption exams are created to reduce class size. Placement tests are used to enable instruction of students with more homogeneous skill levels. And uniform assessment procedures in multi-section courses aid departments in increasing consistency throughout a course. The course exemption procedures seem to be composed of more elaborate methods. Many have multiple parts, one of which usually requires some demonstration of skill. Again, however, the rating sheets are not very specific in terms of their criteria. For example, a "3" on a 5-point scale in the area of "delivery" or "organization" is not described; it is assumed that the rater will know the difference between a "3" and a "4." Thus, problems of reliability are possible. It is most important that judgments of students be based on common and uniform standards, such as those available from the Speech Communication Association (Backlund, Brown, Gurry & Jandt, 1979) and the American Psychological Association (Standards, 1974).

The placement and screening tests that were identified are somewhat more standard instruments. The PRCA is used to determine communication apprehension at a number of the institutions surveyed. Other instruments in this group are used to identify functional speech problems. Nonetheless, there are un-tested rating sheets also being used to place students into special courses or to screen students for voice/diction therapy.

With the emphasis on competency-based education in this country, one might expect an increase in the use of assessment procedures and instruments for college-level speaking and listening skills in the future. Users should choose that instrument which is most closely suited to the purpose of the assessment and which has proven itself to be valid and reliable. They should conduct applied research on the assessment procedure or instrument chosen or created to become more certain that it is assessing what they intended to assess and that the assessment is free from bias.

For instance, researchers at Kent State University have been using the Communication Competency Assessment Instrument (Rubin, 1982) on an experimental basis to assess skills of students in the basic course at the end of the semester. Students in a Graduate Seminar on Communication Competence rate the students' skills and, in so doing, learn about inter-rater reliability and various other aspects of applied research. (Undergraduate students could benefit from this experience, as well.) Convergent and

discriminant validity studies are then conducted to provide instructors with additional information on speech rating sheets, exams, and other materials used in this multiple-section course. Future use, however, will rely on adequate funding. Nevertheless, funding could not be sought without having accomplished this initial research.

Thus, it is mandatory that college administrators see this form of research as important and worthy of their support, that they encourage the development of valid and reliable assessment instruments, and that they rethink present practices of requiring speech communication faculties to carry out teacher certification, screening, placement and exemption testing without proper staffing and research support. Basic course directors, in effect, can encourage such support by assessing the internal consistency of their testing instruments, establishing concurrent validity, and providing inter-rater reliability data for their rating instruments.

NOTES

1 The low percentage of return presumably reflects the fact that few assessment instruments and programs exist on a large-scale testing basis. Respondents with nothing to report would be less motivated to return the questionnaires.

2 Special thanks to Karen Sharp and Noreen Faix of Kent State University for their help in compiling descriptions and devising the classification system.

3 Institutions whose programs have undergone changes since this information was collected or those not represented in this report are encouraged to send a complete description of the assessment program and/or instrument to Rebecca B. Rubin, School of Speech Communication, Kent State University, Kent, Ohio, 44242, for inclusion in future editions of this compilation.

4 Another CAT committee, the Committee on Speaking and Listening Assessment in Teacher Certification and Appraisal, has been investigating state requirements in the certification of prospective teachers. Information on this committee's report is available from SCA.

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DESCRIPTIONS OF PROCEDURES AND INSTRUMENTS

FOREWORD

Descriptions of the procedures and/or instruments used to assess oral communication skills follow. They are organized alphabetically by college. Included in the description is a contact person and a list of descriptors that refer to the assessment's purpose, skills that are assessed, and the mode of assessment. These are further indexed at the end of this volume. A brief summary of the descriptors is offered at this point for quick reference:

PURPOSES

Course Exemption. This category describes all instruments or procedures that are used to exempt a student from a specific course, with or without credit.

Assessment Within Class. This category is used for exams, rating sheets, or other assessment procedures that are used as an integral part of an existing class.

Placement/Screening. This type of procedure or test is used, usually early in the student's college career, to identify specific problem areas and to place students into particular courses, sections of courses, or skill center program to work on deficiencies.

Teacher Certification. The main reason for this assessment is to certify the student as competent in communication so that he or she might either enter the teacher education program or student teach.

SKILLS

Public Speaking. This label is used whenever a speech is given or a student is assessed on the basis of typical public speaking criteria such as organization, delivery, and content.

Speaking. This refers to situations where students interact with the evaluator on an interview basis and do not stand and give a formal talk.

Voice & Articulation. This refers to all pronunciation, diction, articulation, and dialect assessments used by evaluators in speech communication where students do not give a formal speech.

Speech & Hearing. This label applies to all assessments by pathologists, looking for functional speech and hearing deficiencies.

Communication Anxiety. This is used for all measures of communication apprehension, anxiety, reticence, stage-fright, etc.

Listening. All tests of listening ability, comprehension, etc., use this label.

Group Discussion. This identifies all interaction settings involving more than two persons.

Interpersonal. This label is used when the interaction of two persons is the topic of assessment.

MODE

Oral. The student speaks.

Written. The student responds in writing or completes a pencil-paper test.

Oral & Written. There is a two-part (or more than one test) procedure where students are required to both write and speak.

BEREA COLLEGE

Contact: George B. Ray
Speech Coordinator
Department of English
Berea College
Berea, Kentucky 40404
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Descriptors:
Course Exemption
Public Speaking
Oral

Berea College requires all students to demonstrate basic proficiency in public speaking. The proficiency can be demonstrated in either of two ways: (1) completing one of two speech courses, a basic public speaking course, or a general speech course encompassing public speaking, interpersonal communication, and small group communication; or (2) passing the speech waiver test. The waiver test is ordinarily taken by all freshmen as well as transfer students and the test is emphasized as a learning, as well as a testing, experience.

Preparing for the waiver test is facilitated by printed materials which are given to students. These materials, combined with observation of a demonstration speech and working with an undergraduate teaching assistant, result in most students learning the fundamentals of speech preparation. The test consists of presenting a five-minute speech, informative or persuasive, to an audience of classmates. The speech must be organized around a thesis, must have clear main-point development, must contain vivid examples and documented evidence, and must be delivered in a fluent, natural manner. The evaluation is completed using a 21-item criteria checklist that focuses on Delivery (movement, eye contact, voice and language) and Content (introduction, body, and conclusion). Students must receive a score of 16 (out of 21) in order to pass. Students who fail to waive the course have one opportunity for a retest. Failing the retest, unsatisfactory students must then complete one of the speech courses in order to graduate.

The whole procedure is greatly facilitated by placing it within a general studies course which is taken by all freshman students. One aim of the general studies course (which is titled "Freedom and Justice") is the improvement of oral and written communication skills. All sections devote about one and one-quarter weeks (often up to two weeks) to the speech experience. Student evaluations indicate that the speech experience is viewed as a worthwhile experience by students. The passing rate varies from 80% to 87%, the reason for the relatively high rates being that the learning function of the speech experience is stressed and students learn well enough to pass the test.

BREVARD COMMUNITY COLLEGE

Contact: Gene Street, Chairman
Communication
Liberal Arts Division
Brevard Community College
Melbourne, Florida 32935
(305) 254-0305

Descriptors:
Assessment Within Class
Public Speaking
Oral

All students taking Fundamentals of Speech Communication are assessed via a college-wide examination at the end of SPC 2010. The assessment is performed on a 5-8 minute speech that is evaluated on the basis of a uniform rating scale. The oral speech assignment is given well in advance to allow the student time for adequate research and preparation prior to the actual speaking date. Students' topics must be appropriate for the intended audience of their peers.

The rating sheet requires evaluation in the following areas: content, organization, usage, style, oral effectiveness, and visual effectiveness. A 5-point scale, ranging from Excellent to Poor, is used to determine a student's score. In addition, the student needs to demonstrate proficiency in: (1) Providing an attention-getting beginning and stating a clear, specific purpose; (2) Maintaining a positive and candid attitude; (3) Using a unified organizational pattern and information appropriate to topic and purpose; (4) Illustrating reasoning processes through the use of a variety of support material; (5) Articulating precisely and employing vocal variety and enthusiasm; (6) Demonstrating appropriate nonverbal behavior; (7) Using appropriate language; (8) Making details clear and understandable; (9) Using a variety of methods for maintaining audience attention and interest; (10) Providing a thoughtful conclusion or summary; (11) Listening with critical comprehension to questions asked and responding appropriately; and (12) Showing appreciation and respect for the audience.

Both the score received on this assessment and the grade earned in the course are recorded at the end of the semester.

BRONX COMMUNITY COLLEGE

Contact: Robert King
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Arts and Sciences
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Descriptors:
Placement
Voice & Articulation
Oral

All students are screened by communication faculty members at the beginning of the freshman year for placement purposes.

The oral test, which takes place with 20 students in a room, consists of a one-on-one interview, reading of a designated passage, and giving a brief speech. Speech patterns, voice, and articulation (th, Ng, lack of r, vowels, omitted endings) are assessed. ESL screenings are also performed.

Students may be placed into Phonetics, ESL Phonetics, or Voice and Diction courses. Clinical cases are referred to speech pathologists.

BROOKLYN COLLEGE

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Descriptors:
- Placement
- Course Exemption
- Voice & Articulation
- Speaking
- Oral

Approximately 2,000 freshmen and transfer students are assessed each year for screening and placement purposes. Goals for assessment are based on the determination of students' speech communication ability at the basic skills level and specifically include the following: (1) Ability to think sequentially, appropriateness of the subject matter; (2) Powers of elaboration and development of subject matter; and (3) Skills in voice and diction (i.e., intelligibility, vocal rate, and projection).

A standard interview procedure is followed in which groups of eight to ten students are assembled in a semicircular seating arrangement. First, the goals, procedures and outcome of the interview are reviewed. The interviewer then requests that each student present the following information to the group: name, name of school last attended, area of potential interest and planned pursuit at the college, and personal and educational goals. Interaction is expected; listeners clarify information presented by the speaker and also make general comments on the material presented.

If further evaluation is necessary, the student may be asked to read a paragraph provided by the interviewer and respond to questions. Upon making a final evaluation, the interviewer gives the student a signed copy of the evaluation form.

Several possible assignments result from the speech screening interview. A student may be assigned directly to an appropriate course when evidence of marked or extreme voice, diction and language problems exist. Or, students may be referred to the Speech and Hearing Clinic for evaluation.

When general oral communication skills are not effective (as judged by screening goals), students are assigned to a basic speech course. Department of Educational Services (SEEK) students may be assigned to this course with the recommendation that they first pass the CWAT (CUNY Writing Assessment Test).

Students who have a foreign dialect pattern and need oral communication and English sound pattern practice are assigned to Speech 3.2. Students must have passed the CWAT for this assignment.

Finally, students with ability to express themselves fluently, clearly and with some control of voice and diction are exempted from a required course. Approximately 35% of all tested students are exempted each year.

Faculty who assess students are paid as adjuncts during the summer; during the academic year they serve as assessors as part of their job descriptions.

CITY COLLEGE OF NEW YORK

Contact: Betty Popper
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Descriptors:
- Placement
- Course Exemption
- Speaking & Reading
- Voice & Articulation
- Oral

At the beginning of the freshman year, all incoming students are required to take a Speech Proficiency Exam. This exam assesses oral competency. The same test is used for remedial students and for placement into beginning or advanced classes, or into a class in articulation. On the basis of this test, students may also be exempted from a basic speech course.

Students are required to read and interpret a passage. Speech faculty members use their own non-standardized rating sheets. Descriptors used in the assessment include: articulation, voice fluency, pronunciation, language, speaking ability, and oral reading ability.

COLUMBIA UNIVERSITY

Contact: Robert N. Williams
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Descriptors:
Placement
Voice & Articulation
Oral

All students in the School of General Studies are required as condition for graduation to have a single conference with a member of the Speech Division teaching staff. The purpose of the conference is to ensure that all students receive accurate and useful evaluations of pronunciation, voice quality, language clarity, and vocal ease and fluency, preferably at the beginning of their undergraduate careers. The Speech Analysis Conference Program is also open to other members of the University community.

Students are tape-recorded sight-reading a short diagnostic passage and engaging in some free conversation. The faculty member's assessment is made on a standard form, which is usually shown to the student. The form contains groups of descriptive adjectives which suggest voice and speech characteristics in the areas of: Breathing, Voice Quality, Pitch, Volume, Tempo, Articulation, and Pronunciation. The descriptions for Pronunciation, for example, include: acceptable, regional, foreign, self-conscious, affected, and sub-standard. The faculty member's opinions and judgments about these voice and speech characteristics are presented in as objective and helpful manner as possible, and are usually linked to the presumed requirements of the student's future work. Recommendations may be: "good speech; no training needed," "average speech, but inadequate to support professional goals," "minor speech deficiencies; speech training recommended," "serious deficiencies; speech training necessary," or "severe limitations; clinical diagnosis recommended." As a result of the speech analysis conference, information about appropriate speech courses, or referrals to speech clinics for therapy, may be offered.

Although the speech analysis conference is required for graduation, the speech courses that are recommended are not required. The purpose of the Speech Analysis Conference Program is solely to aid students by making them aware of any difficulties with easy, natural, unaffected speech, or of any oral communication problems which might affect their college work or their careers.

CORNELL COLLEGE

Contact: Walter F. Stromer
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Descriptors:
Course Exemption
Public Speaking
Oral

Students exempt the basic speech course by giving a four-minute speech that is rated on typical criteria; sometimes students are requested to bring with them quotations from two sources. An alternate procedure is currently being tested where students examine a sheet containing four short news items and are given half an hour to prepare a talk of three to four minutes, somehow building around those news items or including them in the speech. Grading is based on organization and poise.

DELTA STATE UNIVERSITY

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Descriptors:
Teacher Certification
Speaking
Oral

Prior to acceptance into the teacher training program, prospective candidates (who are juniors and should have already passed a Speech Communication fundamentals course) must pass a two-part test which is broadly classified under the title, "Communication Competitiveness."

The test consists of a half-hour preparation period and a half-hour interview. The student is given an article in his/her field and must present a statement to a committee demonstrating his/her understanding of the substance of the article. This is followed by a question and answer period. The test may be re-taken until a satisfactory rating is achieved at which point students are given entry to the teacher training program.

EMPORIA STATE UNIVERSITY

Contact: Virginia Higgins
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Emporia State University
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Descriptors:
Course Exemption
Public Speaking
Oral & Written

All students are required to take either Fundamentals of Speech, Interpersonal Communication, or Oral Interpretation as part of Emporia State's general education requirement. An exemption test is available in the Fundamentals course only. This test is described as a means of "quizzing out" of one general education requirement. A special "quiz out" section is designated in the class schedule. Letter grades are not assigned. Students receive a "P" (Pass) or "N" (No Credit--if they do not succeed).

The examination has two parts. The first portion is a 50-item multiple-choice test which is scored by the student's instructor. Students qualify to continue the testing process if they receive a High Pass (74% or better) or a Pass (66-73%). Those who score lower are advised to withdraw and take the course at a later date.

The second part of the exam is an original speech presented to a panel of three speech instructors who independently use a standard critique sheet to judge the speech. Possible ratings include Excellent, Good, Average, Poor, and Failing. Each of the five categories is worth five points; thus the total score is designated as A (23-25 points), B (18-22), C (13-17), D (8-12), or F (5-7). The 8-10 minute speeches (strict time requirements are adhered to with disqualification occurring for less or more time) are judged on the following criteria:

(1) Subject/Purpose/Thesis (Subject interesting? Appropriate for assignment? Purpose clear? Thesis clear?);

(2) Content/Development (Support clear, specific, interesting, relevant, varied? Reasoning accurate and supported? Facts clear, relevant, interesting, interpreted correctly? Statistics clear, used properly, interesting? Examples clear, adequate, interesting? Testimony clear, appropriate?);

(3) Organization (Introduction gets attention, state thesis,include partition, create interest, orient audience, define key terms? Main and subordinate points clear, patterned logically? Transitions clear, effective? Speaker uses repetition/restatement effectively? Conclusion ties speech together?);

(4) Language (Grammar appropriate? Style clear, interesting, concrete? Words used correctly? Any crutch phrases? Words mispronounced? Style sound manuscript or extemporaneous?);

(5) Delivery (Poised? Enthusiastic? Good posture? Direct and sustained eye contact? Gestures help the meaning of the speech? Voice fluent, varied, articulate? Pitch, rate and volume appropriate? General appearance help or hinder speech? Use notes well?).

A date-specific calendar, available to students at the beginning of the semester, informs them of due dates for assignments as well as the general policy and procedures for the written test and the speech.

At present there is neither a remedial nor an advanced-program placement program although efforts in this direction are being made.

ESSEX COMMUNITY COLLEGE

Contact: Beverly Reynolds
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Essex Community College
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Descriptors:
Assessment Within Class
Public Speaking
Oral

The Department of Speech Communication and Theatre at Essex Community College uses a common form to grade oral assignments in the Fundamentals of Speech and the Business and Professional Speaking courses. The form identifies three main areas: Content (selection of topic, knowledge of subject, specific information, factors of interest, and documentation), Organization (introduction, clarity of purpose, clarity of main ideas, transitions, and conclusions), and Delivery (audience contact, posture & gesture, vocal inflection, language & diction, and enthusiasm). The form allows each instructor to set his/her own scale in respect to ratings of "Good," "Acceptable," and "Needs Improvement," and leaves room for the instructor's comments.

EVANGEL COLLEGE

Contact: Nonna Childress Dalan
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Descriptors:
Assessment Within Class
Public Speaking
Oral

Students majoring in business, speech, education, and biblical studies are required to take a basic course in speech communication. Those seeking elementary teacher certification are required by the state to complete such a course.

Speeches in this course comprise two-thirds of the grade; two tests (midterm and final) cover text and lecture content and count as one-third of the course grade.

General criteria for grading speeches are taken from Teaching Speech Communication in the Secondary School by William Brooks and Gustov Friedrich. Different evaluation forms are used according to the nature of the speaking assignment. All teachers use the same forms.

Two instructors team-teach the lecture portion of the course. Speeches are given in a lab comprised of 12-15 students. In lieu of regular assignments, students who have had a high school speech course may elect special projects. There are no placement or exemption tests connected with this course.

EVERGREEN VALLEY COLLEGE

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Descriptors:
Placement
Communication Anxiety
Written

All students enrolled in speech communication courses are uniformly assessed for communication apprehension via McCroskey's PRCA. There is recommended placement into the one unit "Overcoming Speech Anxiety" course. Also, it is used as an informational tool for specific measurement of each individual's anxiety level and for measured levels of communication anxiety for the class as a whole. The PRCA is also used to test students at the end of the semester.

There is no exemption test associated with the Speech Communication course.

GEORGE MASON UNIVERSITY

Contact: Anita Taylor, Chair
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Descriptors:
Course Exemption
Public Speaking
Oral & Written

The possibility for exemption exists for several of this university's courses. In the Department of Communication a few students elect to take the Communication 100 (Introduction to Communication) "Challenge Exam." The exam consists of written and oral assessment. If students pass the written portion of the process, they are invited to present a 6-8 minute speech to convince. Three faculty members independently evaluate each section of the test.

The written exam assesses knowledge equivalent to that which is necessary in order to pass the course final exam. Ten essay questions cover the following areas: (1) Personal and theoretical significance of communication as process; (2) Identification, development and effects of self-concept; (3) Relationship among action, language, thought, and words; (4) Description and illustration of inferred meaning; (5) Effective listening in interpersonal and public communication situations; (6) Identification and description of trust and defensiveness; (7) Influence of role; (8) Problem solving description and application in groups; (9) Audience analysis; and (10) Substance and strategies of persuasion.

Upon successful completion of the essay examination, a speech to convince on a topic of the student's choice is presented to an audience typical of an Introduction to Communication class. The three faculty members must again agree on a passing grade in terms of equivalency to a final speech in their course. If passed, the speech communication requirement is waived. Students may then take additional hours of free elective courses.

GOLDEN WEST COLLEGE

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Connie Tice
Roger Morin
Sheldon J. Nyman
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Descriptors:
Course Exemption
Interpersonal
Oral & Written

All students are required to take a course in basic oral competency. In order to reduce the teaching load as well as to assess students' skills, a new methodology has been implemented: a test is given to students who wish to demonstrate competency and waive the basic course (Interpersonal Communication).

The test, which may be taken only once, consists of a written portion followed by a skill demonstration. Each portion of the exam is approximately two hours in length.

The essay exam consists of the same sort of test used in classes and includes coverage of theories and topics such as self concept, defensiveness, conflict, active listening, etc. During the skills demonstration, students view videotaped segments of interpersonal situations and must effectively relate on audio tape: (1) What skills are being used; (2) How effectively they are used; and (3) Reasons for their choices. In some cases, students are asked to respond as though they were a third person in the situation. Two faculty members assess each tape. Faculty members will be paid from a nominal fee charged to the student for the assessment service.

Skills assessed in the video/audio-tape section include: conversation, self-disclosure, perception, language, listening, nonverbal behavior, and confrontation. Rating format for this portion, which was newly implemented in Fall 1982, is in place but has not yet been validated.

HAMILTON COLLEGE

Contact: Richard F. Somer, Chairman
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Hamilton College
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Descriptors:
Placement
Listening
Oral Reading
Group Discussion
Public Speaking
Oral & Written

Incoming students (freshmen and transfers) at Hamilton College are given a proficiency examination during orientation week. Meeting in groups of ten, students first respond in writing to a listening component; next they read aloud from materials circulated immediately after the listening test. Materials used in both the listening and reading components are drawn from opposing arguments on a given subject, such as nuclear armament, abortion, environment, and energy. That is, one subject is used throughout the testing of a group. Thus, the students have some information before them and some issue-delineation as they undertake a group discussion. Following the discussion component, the students are given a few minutes in which to organize their ideas for the purpose of making a statement and supporting it concerning the subject at hand. Then each student, in turn, speaks to the others.

One person administers the test throughout. Each competency in each component (Listening, Oral Reading, Discussion, Extemporaneous Speaking) is scored on a five-point scale (1 = inadequate, 2 = poor, 3 = acceptable, 4 = excellent, 5 = outstanding). Scoring is done during the examination, except for the listening portion, which is scored later on the basis of the written responses. All scores are entered into a computer which provides the students' advisors with a print-out score analysis for each student and one for the average scores of the entire tested class. Thus the students and advisors have some context in which to understand the scores; advisors then can determine whether students should be advised to take course work in oral communication.

HARDIN-SIMMONS UNIVERSITY

Contact: Rosanna Herndon
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Descriptors:
Teacher Certification
Public Speaking
Speech & Hearing
Oral

Both teacher education and criminal justice majors are required to give evidence of speech communication proficiency. Criminal justice majors are required to successfully complete Speech Communication 1301 (Interpersonal, Small Group and Public Communication). Teacher Certification candidates must pass a speech screening test before being admitted to the teacher education program. Satisfactory competition of one of two speech courses, Speech 1301 or 1302 (Communication for Teachers), meets this requirement. Professors in both courses sign a proficiency certificate for each passing student.

The Speech Proficiency Exam is allowed only in situations where a student's admission into the teacher education program would be seriously delayed if she or he takes one of the courses. For example, transfer students or those late in declaring majors might be eligible.

The Speech Proficiency Exam has two parts. First, a functional speech and hearing evaluation is conducted by a professor of speech pathology. If problems arise here, students are required to attend appointments at the pathology and audiology clinic. Periodic checks occur until the problems have been remedied or until they are ready for graduation and have demonstrated continuing progress. If no remediation has occurred, students might be counseled to consider a change in vocational plans.

The second part of the exam is a performance evaluation. Students prepare a 6-8 minute extemporaneous informative speech which they deliver to a jury of speech communication faculty. Evaluation criteria include credibility, documentation, organization and sequence, use of allotted time, and delivery. For those who pass, a certificate of proficiency is sent to the School of Education. Students who fail must take and pass one of the two speech courses.

Approximately 320 students complete the two courses each year with approximately 8-10 students taking the Speech Proficiency Exam. Of those who elect the exam, approximately 50% receive passing scores.

HARDING UNIVERSITY

Contact: Evan Ulrey
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Descriptors:
Course Exemption
Public Speaking
Oral & Written

Exemption tests and comprehensive examinations are available to students in place of required general education courses, although few students elect this process. The exemption tests, for which no credit hours are received, consist of a comprehensive examination or series of tests over the course content. They rely upon the student having achieved proficiency in a high school program or through independent study. A ten dollar fee is charged.

Any regularly enrolled student with a minimum cumulative grade point average of 3.00 may apply to take an examination for credit. Students must have the approval of the course instructor, department chairman, and the Vice President for Academic Affairs. A departmental committee determines the type of exam. Students must obtain a grade of "C" or higher on the exam. In order to achieve credit, regular course tuition must be paid along with the ten dollar fee. The exam may not be repeated if failed.

The method of assessment for Speech 101 credit by examination is both oral and written. First, students must complete sentence outlines for speeches to inform, to prove, and to motivate. Second, students deliver these speeches to an appropriate audience and are evaluated at this time by a speech instructor. Skill categories for public speaking assessment include: Audience Analysis, Persuasion, Organization, and Delivery. A minimum grade of "C" must be achieved on all speeches and outlines.

Finally, all of the regular Speech 101 tests, including the final, must be passed. These tests are text-specific and assess students' knowledge of communication concepts (feedback, perception, models, theories), listening (purposes, skills), and interpersonal/group interaction (self-concept, decision-making, leadership).

HERBERT H. LEHMAN COLLEGE

Contact: John F. Wilson
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Herbert H. Lehman College of the
City University of New York
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Descriptors:
Course Exemption
Assessment Within Class
Public Speaking
Oral & Written

All students are required to demonstrate acceptable oral communication competency in order to graduate. They have five options: (1) Successfully complete Speech 100, Fundamentals of Oral Communication; (2) Successfully complete Speech 104, Interpersonal and Group Communication; (3) Successfully complete Speech 103, Public Speaking; (4) Successfully complete Speech 105, Oral Interpretation I; or (5) Take and pass the Speech Exemption Examination.

The Speech Exemption Examination is composed of two parts. The first part consists of a 5-7 minute extemporaneous persuasive speech which can be neither memorized or read. The speech is evaluated on four specific criteria: organization, use of supporting materials, delivery, and impact. A uniform evaluation sheet for this speech includes the following sections: Subject, Introduction (capturing attention, thesis clearly stated), Organization (integration, transitions, and conclusion), Language (clarity, brevity, and grammar), and Delivery (bodily expression, diction, enthusiasm, and conversational directness).

The second part, a written section, is taken only when credit is desired for the course and consists of one-hundred multiple-choice questions. Fifty-two of these are of a general nature and forty-eight cover four specific content areas--interpersonal and group communication, public communication, oral interpretation, and elements of acting.

The Fundamentals of Oral Communication course requires text or other reading matter plus performance (speeches). There are lectures, quizzes, and mid-term and final written examinations. This course presents theory and practice in three broad areas--Interpersonal, Rhetoric, and Small Group Communication. The uniform evaluation sheet used to evaluate performance is divided into eleven headings: Subject, Introduction, Organization, Supporting Material, Conclusion, Delivery, Impact of Communication, Adequate use of Nonverbal Technique, Articulation, Voice, and Language. Each of these topics is scored on a scale ranging from one to seven. There is an established weighting system between oral speeches and written examinations.

IOWA STATE UNIVERSITY

Contact: Martha Ann Atkins
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Descriptors:
Course Exemption
Public Speaking
Interpersonal
Oral & Written

Students desiring to test-out of Speech 211, the basic speech communication course, first take a written examination consisting of objective-type questions from Ehninger, Gronbeck, McKerrow & Monroe's Principles and Types of Speech Communication (9th ed.) and Tubbs and Moss's Interpersonal Communication (2nd ed.). A grade of 80% or higher is necessary in order to continue to the second part of the examination.

The student who is successful in Part I then provides an outline (and bibliography) for an extemporaneous 7-10 minute speech (to either persuade or inform) to the Basic Course director for approval. If approved, the student is permitted to present the speech to three faculty members who evaluate the speech on: Arrangement and development, Thesis statement or central idea, Body of speech, Transitions, Introduction, Conclusion, Note card use, and Delivery. The student must receive a combined score of 80% from the evaluations to be successful.

The grade assigned for the complete examination is determined by the combined evaluations of the written test, outline and speech. Evaluations of less than 80% are not awarded a grade and students must complete the basic course. Evaluations of 80-90% ar awarded a grade of B and those of 91-100%, a grade of A. During the 1981-1982 academic year, approximately 20 students chose to undergo this assessment with one fifth of these successfully completing the full written and oral examination.

MARYWOOD COLLEGE

Contact: George F. Perry
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Marywood College
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Descriptors:
Course Exemption
Public Speaking
Oral

All students are required to take Communication 101 (Dynamics of Speech Communication). Those students who wish to exempt this course must pass a Speech Place-Out Test, a procedure consisting substantively of an original five-minute persuasive speech delivered extemporaneously (using only an outline). In this oral presentation, students must also demonstrate skill in impromptu speaking by commenting on general questions or ideas posed by the evaluator, a member of the communication arts faculty who performs this task as part of his/her job description.

The impromptu speech is evaluated by means of a printed rating form where delivery counts for fifty percent of the grade and content, organization and language count for the other fifty percent. Ten aspects of delivery are evaluated: Sense of Communication, Appearance, Poise, Adequate Eye Contact, Appropriate Pitch, Effective Gestures, Acceptable Posture, Satisfactory Vocal Force, Suitable Rate of Speech, and Distinct Articulation. Evaluation of language focuses on acceptable pronunciation, suitable grammar, and appropriate choice of words. The evaluation of content and organization is focused on the introduction (audience attention attracted, and purpose made clear), development (effectiveness and appropriateness of supporting material, convincing reasoning and argumentation, effective transitions, and easily followed organization), and the conclusion (sense of finality).

MERCER UNIVERSITY

Contact: Gerre Price
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Descriptors:
Screening
Voice & Articulation
Listening
Oral & Written

Voice and diction referrals from the Learning Skills Center are assessed using The Effective Voice/Analysis of Voice and Diction. Additionally, a program for listening assessment has been developed. These assessment procedures are not linked to a specific course.

The categories for voice assessment, which are rated as "very good," "average" or "unsatisfactory," are Rate, Loudness, Pitch and Quality. Rate descriptors are: too fast, too slow, unvarying/monotonous, poor phrasing/irregular rhythm of speaking, and hesitations. Descriptors for Loudness are: too loud, too weak, lack of variety/monotony, and force overused as a form of emphasis. Pitch includes: general level too high, general level too low, lack of variety/monotony, fixed pattern/stereotyped, and exaggerated pitch changes. Quality descriptors are: nasal, de-nasal, hoarse/husky, breathy/aspirate, throaty/harsh, strained/strident/shrill, flat/lack of vibrato, and "tremorous."

Diction is rated on a ten-point scale with the following descriptors: speech sounds (omitted, added, substituted, defective), indistinct articulation/oral inactivity, slow/labored, rapid/slurring, foreign dialect, regional dialect, mispronunciation, and affectation. There is also a comment section for General Impression of the Voice.

An evaluation guide, listing specific words and sentences to be read, includes categories of Omission, Pronunciation, Substitution, and Defective/Distortion.

The listening assessment and program used is The Relevance of Listening by Harold D. Sartain (Westinghouse Learning Corporation, 1975). This includes 24 audio tapes, a diagnostic test, and a post-test.

Another listening test has been developed based on the Brown Carlson test. While not standardized, a high correlation to students' course grades is reported. Rating is on a seven-point scale with categories ranging from "Superior" to "Needs Help." This test includes sections on recall, following directions, and comprehension. Students are asked to answer questions which are read to them and to record those answers on an answer sheet that is provided.

MONTCLAIR STATE COLLEGE

Contact: Ann Seidler
Speech and Theatre
Montclair State College
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Descriptors:
Course Exemption
Assessment Within Class
Public Speaking
Voice & Articulation
Listening
Oral & Written

Montclair State College has an oral communication requirement for all students that can be met by (1) successful completion of the basic course, (2) proof of successful completion of a comparable basic course at another college, or (3) passing of a Waiver test. This latter procedure attempts to assess whether a student can demonstrate the ability to organize ideas, transmit ideas from the printed page, deliver, and listen (those abilities that students are expected to demonstrate in the basic course).

In the waiver procedure, students, in groups of seven, give a two and one-half minute impromptu speech (after five minutes of preparation time) which is tape recorded. They then read a passage aloud and summarize, in one sentence, what was read. Next they listen to an audiotaped speech and are asked to identify, in writing, the main point of the speech and the major supporting points.

Speeches are scored for organization of ideas in speaking (main and supporting points), conveying ideas through reading (phrasing, highlighting important words), overall communication delivery (visible, articulation, voice/color/variety, language usage) and listening (ability to abstract main idea and identify subordinate points). These four areas are marked as "Good," "Average," or "Not Acceptable." Evaluators then determine that the General Speech Communication requirement either is completely or partially (must take a speech lab) waived or not waived. In the latter case, the student is advised to take either Fundamentals of Speech, Basic Speech Skills or Voice and Speech Improvement for Foreign Speech Patterns. Evaluators are paid fifteen dollars per hour for this service.

Students who take the basic course are also uniformly assessed in the area of visible and audible delivery at the beginning of the semester by a panel of two faculty members. Students read a paragraph-length passage and a quotation that is assigned to them, and then they speak for one minute using the quote as the subject of the speech. Students' voice quality, volume, pitch, duration, posture, gestures, eye contact, articulation (consonants, vowels and diphthongs), breathing, impromptu quality, and overall presentation skills are noted. These forms are given to the student and his/her instructor to help personalize instruction and screen students needing additional help. Approximately one-thousand students are screened each semester.

NORTHERN ILLINOIS UNIVERSITY

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Descriptors:
Course Exemption
Assessment Within Class
Interpersonal/Group
Public Speaking
Oral & Written

All incoming freshmen are required to take Communication Studies 100, Fundamentals of Speech, which is a university requirement for all majors. There are three alternative methods for fulfilling this requirement: (1) take an equivalent course at another accredited university and transfer the credit hours; (2) achieve exemption; or (3) prove competency by passing the Communication Studies Speech Proficiency Examination.

To qualify for exemption, a student must have an ACT English score of 24 or above and a semester of high school speech (with a grade of A) in which the student prepared and delivered speeches before an audience, participated in small group discussion designed to improve problem-solving skills, and participated in exercises and assignments in interpersonal oral communication skills.

The Communication Studies Speech Proficiency Exam may only be taken once. The written portion of the Proficiency Exam is given at monthly intervals each semester. The written proficiency exam is standardized and takes 70 minutes; materials are contained on three video cassettes. The first cassette covers interpersonal communication, the second covers small group communication, and the third covers public speaking. Those students who pass the written portion (Part I) are then eligible to take the oral segment (Part II); this latter portion must be completed by the end of the following semester.

The oral segment consists of a 5-7 minute persuasive speech given to an audience of 5-6 students and 2 speech instructors. In advance of the exam, students choose a general topic area from those given and research it as thoroughly as possible in the available time. Background information from courses, notes, and copies of materials may be brought to the oral exam. At this time, students select one of the five subtopics on which to speak. They then have one hour to prepare their speeches. Evaluation is based on clear statement of purpose, sound reasoning, superior supporting materials, superior arrangement and organization, effective language, vocal effectiveness, and visual effectiveness. Passing the oral part of the proficiency exam (receiving an average grade of 4 or higher on a 5-point scale) provides the student with three university credit hours.

Assessment within the basic speech course is by written and oral methods. Each instructor gives a minimum of two written examinations. The final, which is now being departmentalized, is based on Verderber's text Communicate (3rd ed.). The concepts tested include: feedback, perception, theories of communication, interpersonal (self-concept, decision making, leadership), listening (purposes and skills). Assessment of students' oral speeches for organization, delivery (verbal and nonverbal), supportive materials, audience analysis and persuasion is also accomplished in this course. The written exams also cover the same principles which are assessed in the speeches presented. Students should be able to demonstrate their knowledge of group decision-making and public speaking as well as supply written information of these principles in test form.

NORTHERN KENTUCKY UNIVERSITY

Contact: Glenda R. Slater
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Descriptors:
Teacher Certification
Voice & Articulation
Listening
Public Speaking
Oral & Written

For the past five years, in compliance with a State Board of Education requirement, an oral competency examination has been administered to students who wish to enter the Education Department's teacher-training program. In addition, SPE 101, Principles of Communication, is currently required for elementary education majors and will also be required for secondary education majors in the near future.

Every baccalaureate student falling under the provisions of the 1982 Fall Catalog, and thereafter, must, prior to the completion of the junior year, demonstrate competency in oral communication through satisfactory performance on a test, satisfactory completion of SPE 101, or transfer of credit for a comparable speech course taken at another university. Selective admissions programs in individual departments may have additional requirements for the demonstration of oral competency.

The oral communication assessment procedure was developed by a member of the speech faculty, and is administered by members of the speech faculty who consider this type of service an important part of their job. The testing is coordinated by the Coordinator of the Speech Laboratory, which is a part of the Department of Communications.

The assessment procedure consists of three parts: a listening test, an oral presentation, and an oral reading. The listening test consists of a three-minute audiotape recording and a set of eight true-false questions. Theoral presentation is a 2-3 minute talk in which the student relates a personal experience from the past which has taught a lesson. This is given before an audience of 10-40 students who are also being tested, and two members of the speech faculty who evaluate the organization, delivery, and grammatical structure of the presentation. The oral reading is a series of phonetically balanced paragraphs, read to a member of the speech faculty who evaluates articulation and pronunciation.

If a student does not pass the listening test, SPE 210, Principles of Effective Listening, will be recommended. Upon satisfactory completion (a grade of C or better) of the course, the student is considered to have met the listening competency requirement.

If a student does not pass the oral presentation and/or the oral reading portions of the test, SPE 101 and/or sessions in the Speech Laboratory will be recommended, depending upon the nature of the communication deficit and the student's academic situation. If the student exhibits a speech problem requiring clinical attention, the Speech Lab Coordinator will make referral to appropriate agencies, but problems of general speech improvement will be worked with in the Lab. Progress is evaluated by the Lab Coordinator, who indicates when the student has shown sufficient progress to meet the competency requirement. Students who pass SPE 101 with a grade of C or better are considered to have met the competency requirement.

A student may choose to re-take the oral competency test rather than to follow the recommendations above. At the present time, the test is given early in the fall and spring semesters.

OHIO NORTHERN UNIVERSITY

Contact: Charles L. Johnson, Director
Speech 100
Department of Speech & Theatre
Ohio Northern University
Ada, Ohio 45810
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Descriptors:
Course Exemption
Assessment Within Class
Public Speaking
Group Discussion
Oral & Written

Fifty percent of the student body is required to take Speech Communication under the university's general education course requirements. There is a test-out provision for the course. The student's oral and written performance are both evaluated in this procedure.

In the course, each student gives three oral presentations: an informative speech, a persuasive speech, and participation in a group discussion. Each instructor uses a uniform speech evaluation sheet which covers five major areas: (1) Subject and Purpose; (2) Content and Organization; (3) Language; (4) Delivery; and (5) Overall Effectiveness. Under the above five areas there are several sub-areas which are scaled from 1 (ineffective) to 5 (illustrates mastery).

Each student takes a mid-term and standardized departmental final examination. The mid-term exam consists of 40 multiple choice questions, while 50 such questions compose the final exam. The course content covers models, theories, practical application of principles, and group and intrapersonal/interpersonal relations.

PENNSYLVANIA STATE UNIVERSITY

Contact: Kathryn B. DeBoer
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The Pennsylvania State University
University Park, Pennsylvania 16802
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Descriptors:
Course Exemption
Public Speaking
Communication Anxiety
Oral & Written

Credit by examination is available to students for Speech Communication 200 (a three-part course including instruction in public speaking, interviewing and group discussion, and message analysis). Application for credit by examination is made to the student's College Dean and Department Head. A fifteen dollar fee is charged.

The procedure is comprised of four steps. First, a preliminary interview is conducted by the Chairman of the Speech Communication 200 Evaluation Committee. This interview screens out persons who are reticent. Second, a written exam on the "cognitive core" is administered during the fourth week of every term. This includes coverage of theories of communication, audience analysis, topic selection, evidence-opinion, organization, support, etc. If the student scores above the criterion, she or he may continue the process. The next step is an interview with experienced Speech Communication faculty who participate in this process in accordance with job descriptions. The interviewer seeks to ascertain the student's experience in speaking, feelings about communication, and interpersonal and small group skills. This is used to screen out those without experience or past courses.

The final part of the process is two-fold and consists of a 6-8 minute speech and a written analysis. The student prepares a speech on a topic of his or her choice and delivers it in a classroom situation at an appointed time. Prior to the speech, the student may attend the class two or three times to increase comfort. The written report consists of an analysis of the situation, preparation processes followed, the speaking experience, and communication outcomes.

The scoring procedure is broken down as follows: written exam--20% of the grade; performance in the interview and evaluation of the written report--40%; performance in the speech and listener's content responses (as communication outcomes)--40%.

This process may be undertaken at any time in the student's career but not for the purpose of achieving credit for a course previously failed.

PURDUE UNIVERSITY

Contact: Barry Brummett
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Purdue University
West Lafayette, Indiana 47907
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Descriptors:
Course Exemption
Assessment Within Class
Public Speaking
Group Discussion
Oral & Written

Purdue University offers a procedure by which students can test-out of the basic course, Communication 114. First, students take a 100-item multiple choice test which is designed to test for knowledge of theoretical concepts in the areas of communication theory, interpersonal and small group communication, interviewing, and public speaking. The few students who pass the test must then give a seven-minute persuasive or "presentational" speech which is judged by three basic course instructors. Concepts assessed in the speech include: Subject and Purpose (10%), Content and Organization (20%), Delivery (10%), Proposal (20%), Advocacy (10%), Audience (10%), and Overall Evaluation (20%). Approximately ten students each year successfully complete this test-out procedure.

Students who elect to take the basic course (and nearly all undergraduates must take this course or test out of it) are tested for the same grasp of concepts as in the test-out procedure, but in a more elaborate variety of ways. Two 50-item multiple choice tests are given at mid-term and during finals week (neither is comprehensive). These tests are keyed to specific study questions on each chapter of the text. In addition, students are also asked to write a four to six page "written analysis," which is designed to test their ability to apply theoretical concepts to some actual communication experience. This assignment is usually more narrowly focussed by the individual instructor, but each instructor evaluates the paper by examining the paper's central purpose, supporting material, and organization.

Also within the class, students devise a group presentation of concepts from the interpersonal unit, and then write a two to four page paper on their group communication while preparing for the presentation. The group presentation is graded as a group and assesses students' skills in oral presentation. Group presentations are evaluated on: Organization (30%), Content (40%), and Delivery (30%). The paper tests their application of group concepts to actual group experience. Students also give two public speeches, one of which is a persuasive ("presentational") speech. The "presentational" speech is the one used as the oral part of the exemption procedure. Finally, each instructor has a certain amount of credit which he or she assigns individually. This usually takes the form of quizzes or attendance policies.

SADDLEBACK COLLEGE

Contact: Lynn Wells
Speech
Saddleback College
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(714) 831-4747

Descriptors:
Course Exemption
Public Speaking
Oral & Written

Currently, a three-step examination process for exemption from the required Communication Fundamentals course is available. This competency test allows for credit by examination. Two or three students per semester attempt the exam process with approximately three students passing in the past several years.

The student must register for the exam in both the Admissions and Speech offices. The first step of the process occurs in the ninth week of the semester when the student takes a text-specific two-hour written exam. If passed, an outline for a ten minute persuasive speech must be submitted. The student is given feedback by a committee of three faculty members. This speech, given the fifteenth week of the semester, is evaluated by the committee on the basis of content, organization, support materials, and delivery.

Possibilities for a proficiency exam are currently being investigated.

SALEM COLLEGE

Contact: Cheryl Bell da Quilante
Speech Communication
Salem College
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(304) 782-5217

Descriptors:
Placement
Communication Anxiety
Written

At the beginning of the freshman year, approximately 200 students are assessed for communication apprehension by members of the speech faculty. The faculty, who serve as assessors as part of their job description, use McCroskey's PRCA. Students who score as apprehensive have the option of replacing the required speech course with one emphasizing systematic desensitization. There is no exemption test associated with this course.

STATE UNIVERSITY OF NEW YORK--ONEONTA

Contact: Josef Elfenbein
Speech Communication and
Theatre Department
State University of New York
Oneonta, New York 13820
(607) 431-3500

Descriptors:
Placement
Voice & Articulation
Oral

All students majoring in Education are required to take the basic speech course. The Speech Communication and Theatre Department is currently developing a standardized test based on the existing text and uniform lectures for the basic course.

In addition, there is an oral assessment procedure involving all entering freshman and transfer students, some 1,800 each year. This assessment is performed by members of the speech communication faculty as part of their job descriptions.

The actual assessment consists of oral readings by the students and the asking of questions by the faculty assessors to form a conception and perception of students' voice and diction skills. If students exhibit difficulty in articulation or voice production (e.g., lisp, substitutions, nasality, stuttering, hoarseness, stridency, and pitch), they are referred to the Speech Clinic.

STATE UNIVERSITY OF NEW YORK--PLATTSBURGH

Contact: H. S. Freeman
Dept. of Hearing & Speech Science
Speech and Hearing Center
Plattsburgh, New York 12901
(518) 564-2186 564-2170

Descriptors:
Teacher Certification
Voice & Articulation
Oral

In cooperation with the Center for Teaching, the Department of Hearing and Speech Science screens all undergraduate students in teacher education programs for oral (speech) competence, i.e., speech-language and hearing defects that interfere with oral communications, call attention to the speaker's speech patterns and other oral skills that would interfere with the student's teaching competence. The screening program is carried out by junior and senior Hearing and Speech Science (HSS) students in an advanced course in the education program.

The first step is a presentation in the education class by the students from the HSS program explaining the screening and the opportunities for remedial assistance provided by the college. Next, is an interview with individual students to assess their basic interpersonal speech pattern for organization, voice pattern, rate and intonation. The third step is to have the student read a paragraph aloud as a phonological screening tool and to confirm the observed speech pattern.

The fourth step is to rate the student's pattern as "acceptable" or "unacceptable at this time." Those rated "acceptable" are given a certificate and the coordinator of student teaching is given a duplicate of the certificate. Students who are not rated as acceptable are referred to a Hearing and Speech Science faculty member for a re-screening. The student is either given a certificate or recommended for a full speech-language evaluation and enrollment in the Speech and Hearing Center if indicated.

The fifth step would be up to the education student and the HSS faculty member to discuss the student's speech pattern, agree to a course of action and academic planning. The education advisor may be brought into the decision with the student's permission.

TEMPLE UNIVERSITY

Contact: Donald Ecroyd
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Temple University
Philadelphia, Pennsylvania 19122
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Descriptors:
Placement
Public Speaking
Written

All incoming freshman and transfer students are required to take the Cooperative English Test (Addison-Wesley), and to write an essay. The essay is scored in a holistic manner on a scale of one to six by two readers; these scores are summed to give a total essay score. That score and the Coop Test score together determine placement. Students who are placed into ELECT (English Language Enrichment Center at Temple) on the basis of this test score may be placed into sections focusing on writing, reading, speech, or English as a Second Language.

ELECT Speech, if it is the assignment, must be completed before ELECT Writing. ELECT Speech focuses on fluency and form in communication and the four principal factors in communication competency--repertoire, selection strategies, implementing skills, and evaluation criteria. The course is taught on a Mastery Model--pass, repeat, or fail. Both oral and written skills are evaluated.

TEXAS A & M UNIVERSITY

Contact: John Powers
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Texas A & M University
College Station, Texas 7843
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Descriptors:
Assessment Within Class
Public Speaking
Listening
Oral & Written

All students majoring in Business Analysis, Accounting, Finance, Marketing, and Management are required to take a course in Speech (Speech Communication 103). Methods of assessment in this course are both written (text-based) and oral and cover the areas of Public Speaking and Listening. Competence in public speaking is assessed by evaluation of students' organization, delivery, persuasion, and audience analysis. Listening skills and purposes are also assessed. There are no exemption or placement tests associated with this course.

TREVECCA NAZARENE COLLEGE

Contact: James A. Knear
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Trevecca Nazarene College
Nashville, Tennessee 37203
(615) 248-1394

Descriptors:
Placement
Communication Anxiety
Written

The Speech Confidence program, in operation since fall 1978, is administered through the Department of Communication Studies as part of the "Basic Skills" area of the general education curriculum and consists of competency-based learning experiences which are graded on a Satisfactory-Incomplete basis. A student continues in the program until satisfactory competence is established. This may take several weeks or several terms depending on the student's progress.

Students are eligible for the program on the basis of a self-report measuring instrument, personal interview, and/or referral by a faculty member. All beginning and transfer students who have not met the general education requirement in speech communication are administered a pencil and paper test designed to measure their level of communication apprehension. This test is comprised of the PRCA (Personal Report of Communication Apprehension), the PRCS (Personal Report of Confidence as a Speaker), and/or CSI-7 (Communication Situation Inventory). Based on these scores (greater than one standard deviation above the mean), students are placed into the program in classes of no more than 15 students each. Since the intent of the program is to provide a service to any student who experiences high communication anxiety, some students may participate in the program on a voluntary basis if approved by the program director or referred to the program by another faculty member.

The class itself is comprised of systematic desensitization (SD), and individual and group counseling. A minimum of five to seven 50-minute SD sessions are conducted. The remainder of the in-class time is devoted to processing out-of-class activities and actual communication encounters, along with role playing and behavior rehearsal. These activities are incorporated into "growth-contracts" between the student and the group, and the student and the leader, and become the basis for assessing progress in the program.

Eight weeks into the program, a general evaluation session is conducted by the group as a whole. The leader and each participant also review and evaluate the individual progress achieved. A post-test is administered at approximately the same time to provide the leader with additional data concerning the participant's improvement.

UNIVERSITY OF DUBUQUE

Contact: Ellen A. Hay, Chairperson
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University of Dubuque
Dubuque, Iowa 52001-5099
(319) 589-3000

Descriptors:
Course Exemption
Public Speaking
Oral & Written

Students can receive credit by examination for Basic Speech Communication by making arrangements with the registrar and business office and then taking and passing a two-part examination. The first part of the exam is written and covers material drawn from the Basic Speech Communication course: Communication Theory (Basic communication elements, listening, interpersonal communication, communication apprehension, nonverbal communication, and persuasive techniques), Public Speaking (Topic selection, topic development, speech organization, speech delivery, audience analysis, language and word choice), and Group Dynamics (Interviewing, problem/solution process, and leader/participant qualities). If a student correctly answers 75% of the test questions, that student will then present an eight to ten minute informative speech.

The evaluation of the speech considers the following questions: (1) Was the topic specific and appropriate? (2) Was the content accurate, clear, and appropriate? (3) Did the introduction gain attention and prepare the audience? (4) Were main ideas clearly established and properly ordered? (5) Were main ideas developed with varied and specific supporting data? (6) Did the conclusion summarize ideas and end the speech smoothly? (7) Did transitions effectively link ideas? (8) Was eye contact maintained? (9) Did the voice reflect appropriate rate, volume and pitch? (10) Were facial expressions and vocal qualities varied and supportive? (11) Were gestures and body movements supportive of the message? (12) Were visual aids used correctly? If the speech meets these criteria, the student is awarded three hours of speech credit.

The University of Dubuque also offers a program in which nontraditional students can receive credit by developing a portfolio of their experiences.

UNIVERSITY OF ILLINOIS

Contact: Susan M. Thomas
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University of Illinois
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Urbana, Illinois 61801
(217) 333-2683

Descriptors:
Course Exemption
Public Speaking
Written & Oral

All students who wish to receive credit for the basic speech course through the exemption process are first assessed on a written examination based on Bradley's Fundamentals of Speech Communication test. The test is comprised of forty-six multiple choice questions, forty-seven true-false questions, four matching questions and three essay questions. If the written test is passed, the student must give an oral presentation which is rated by three graduate teaching assistants (no uniform or standard rating form). If a student passes both the written examination and the oral assessment, he or she is exempt from Speech Communication 101. The assessment can be made at any time during a student's college career.

UNIVERSITY OF IOWA

Contact: Doug Trank
Don Ochs
The Rhetoric Program
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University of Iowa
Iowa City, Iowa 52242
(319) 353-4009

Descriptors:
Course Exemption
Public Speaking
Oral

Students at the University of Iowa may take an exemption examination in lieu of the basic speech/composition course. In this exam, students are given fifty minutes to prepare an argumentative proposition and support the proposition in a 5-7 minute speech on one of three suggested current controversial issues.

Students are evaluated on content (central idea, amplification/support), organization (beginning, development, and conclusion), expression (tone of the speech and the speaker), and delivery (conveying involvement with audience and subject). Students are not exempted from the course if the speech contains any of the following characteristics: (1) Insufficient narrowing of the topic; (2) Failure to present a recognizable argumentative proposition of fact, value, or policy; (3) Inadequate organization; (4) Insufficient supporting material (enough specific material should be included to make the speaker's assertions and generalizations clear); (5) Failure to adapt the speech to the listeners; (6) Memorization or reading (notes may be consulted, but the speaker should be visually engaging the audience proportionately more than consulting notes); (7) Any gross or distracting habit of delivery (e.g., disproportionate number of vocalized pauses, rapid rate, monotone, etc.).

UNIVERSITY OF NEBRASKA

Contact: Bill Seiler
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University of Nebraska
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(402) 472-6922

Descriptors:
Course Exemption
Teacher Certification
Public Speaking
Voice & Articulation
Oral & Written

All students seeking teacher certification are required to undergo an assessment through the Department of Speech Communication. The assessment may be performed within a course or in a test-out procedure.

The procedure for testing out of a speech communication course (thereby meeting the state teacher's certification requirement) requires that a student take both a written and oral examination. The written examination covers basic speech principles. If the student achieves a score of 70 percent or higher on the written examination, then the individual is eligible for an oral presentation. The oral presentation is evaluated for its organizational clarity, style, and effectiveness of delivery. Several staff members, who receive no extra monetary compensation for their time, make the final judgment on the student's presentation. There is a standard rating form.

In the speech communication class, the teacher evaluates each student through observation and listening to speech performance. The criteria are delivery, organization, language usage, and use of supporting materials. If a problem arises involving a student's inability to speak clearly, then he or she is referred to a speech pathologist or audiologist where a voice analysis of the student is completed. Assistance is offered to the student and a final judgment is made on that student's ability to perform in the classroom.

UNIVERSITY OF NORTH CAROLINA--GREENSBORO

Contact: Ethel C. Glenn
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University of North Carolina
Greensboro, North Carolina 27412
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Descriptors:
Teacher Certification
Course Exemption
Public Speaking
Interpersonal
Voice & Articulation
Oral

All students seeking teacher certification are required to undergo the Speech Screening Test. Approximately 400 students are evaluated each year by graduate assistants and faculty members in the Department of Communication and Theatre. The assessment meets requirements of both the College of Education and the State of North Carolina.

The evaluation is made on students' oral communication skills. Subjective judgments of interpersonal, speech making, and pronunciation skills and level of confidence are made as students give a one-minute impromptu speech, read a literary passage, and converse interpersonally with the evaluator.

The Interpersonal Skills area includes the following descriptors: outgoing, willing to talk; fluent, clear expression of ideas; appears confident; and use of body, eye contact. The Voice/Articulation/Pronunciation area assesses: pleasant voice, sufficient volume, distinct articulation, and standard pronunciation. The position paper for the Speech Screening Test program explains that the voice should not exhibit serious disorder symptoms, all consonants should be accurately formed, and vowel formation should be relatively standard. Speech Making Skills center around content (clear central thought, logical progression of ideas) and delivery (fluency of expression, appropriate vocabulary, body communication--posture and eye contact--and appearance of poise and confidence).

The evaluator's general impression is then translated into a final judgment. A "Good" means that the student need not take a speech course. "Advised to take a speech course" indicates that a specific communication course (one relating to a possible weak area) should be elected; however, it is not a requirement. A "Required" judgment means that the student must take a basic course in either public speaking or voice and articulation. The student may also be referred to the university's Speech and Hearing Clinic for evaluation if a speech or hearing pathology is suspected.

UNIVERSITY OF OKLAHOMA

Contact: Roger Babick
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University of Oklahoma
Norman, Oklahoma 73019
(405) 325-3111

Descriptors:
Assessment Within Class
Public Speaking
Written

Students majoring in Business, Education, English, etc., are required to take a basic speech course. The speech course is text-based and encompasses public speaking, communication concepts, listening and interpersonal skills.

Students are evaluated via a uniform written exam which covers concepts such as: organization, delivery, persuasion, audience analysis, models of communication, theories, feedback, perception, purposes of listening, decision-making, and leadership.

There are no exemption or placement tests associated with this course.

VILLANOVA UNIVERSITY

Contact: Warren O. Richardson
Communication Arts Department
Villanova University
Villanova, Pennsylvania 19085
(215) 645-4750

Descriptors:
Assessment Within Class
Public Speaking
Listening
Oral & Written

Students majoring in Engineering or Commerce and Finance are required to take the basic speech course. There is nether a placement nor an exemption test associated with this course.

A student is assessed both orally and in writing in the general areas of public speaking, knowledge of communication concepts, and listening.

WEST VALLEY COLLEGE

Contact: Tim Hegstrom
West Valley College
Saratoga, California 95070
(408) 867-2200 ext. 312

Descriptors:
Placement
Communication Anxiety
Written

West Valley College uses a 45-statement questionnaire to assess apprehension and reticence. The first 20 statements are McCroskey's PRCA, and the remaining 25 statements are from the Mortensen, Arntson & Lustig PVB Scale. This test is used to screen students with high apprehension to guide them into the Developmental Communication Module which deals with building speech confidence. Many students take this developmental course concurrently with one of the baccalaureate-level speech courses. This questionnaire is given on the first day of class to all students in speech courses.

WESTERN ILLINOIS UNIVERSITY

Contact: Elizabeth Faries
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College of Arts and Sciences
Western Illinois University
Macomb, Illinois 61455
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Descriptors:
Course Exemption
Assessment Within Class
Teacher Certification
Public Speaking
Communication Anxiety
Oral & Written

All students are required to take the course, Introduction to Public Speaking, unless exempt. Each student has the opportunity to take a written screening examination covering public speaking principles and outlining skills. If the student achieves a B level or above, he or she may proceed to the oral examination consisting of a ten minute policy argument speech. The speech is evaluated by three instructors on the basis of case structure, support, and extemporaneous delivery. If the student receives a B average or better, he or she receives that average as a grade in this "accelerated" course.

With respect to the Introduction to Public Speaking course, each student takes an anxiety diagnostic test, a personal listening survey, and an "inference test." The purpose of the first test is to notify instructors about possible referral to the University's counseling center where the student's participation is optional.

The course consists of two types of assessment--written (30%) and oral (70%). There are mass lectures about which students are given objective tests three times per semester; these exams also emphasize textbook principles. In addition, each student is required to give a minimum of three speeches including one informative and one policy argument speech. Each instructor utilizes a uniform evaluation sheet. Principles (skills/knowledge) emphasized are: Clarity, Efficiency, Responsibility, Audience Analysis, Persuasion, Organization, Delivery, Style, Memorability, Outlining, Support, and Use of Visual Aids. In the overall sense, each instructor makes a judgement, "Education Approval" or "Non-Approval," based on quality of material, organizational skills, style, and effective delivery; this is recorded as a method of approving student teaching candidates.

WHEATON COLLEGE

Contact: Edwin A. Hollatz, Chair
Department of Speech Communication
Wheaton College
Wheaton, Illinois 60187
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Descriptors:
Course Exemption
Public Speaking
Oral & Written

Both written and oral examinations must be successfully completed in order to waive the general education speech requirement. The written portion of the Wheaton College Speech Validation Examination consists of eight pages of objective questions. Areas tested include persuasion, public speaking, rhetoric, debate, interpersonal communication, small group communication, and oral interpretation.

If the student passes the written exam, she or he then takes the oral exam which consists of an 8-10 minute persuasive speech delivered in the extemporaneous mode. There is no uniform rating sheet used to assess the speech.

WICHITA STATE UNIVERSITY

Contact: L. Keith Williamson
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Wichita State University
Wichita, Kansas 67208
(316) 689-3185

Descriptors:
Assessment Within Class
Course Exemption
Public Speaking
Interpersonal
Oral & Written

All undergraduate students at Wichita State are required to take Basic Public Speaking (Speech 111) or Basic Interpersonal Communication (Speech 112). An exemption exam is provided for each course. In each case, Part I of the exam is a written, objective test over topics covered in the texts for the course. Part II of the exam is a public speech (for basic public speaking), or an oral report/discussion (for basic interpersonal communication) delivered by the student before a Speech faculty member. The student must take and pass Part I before attempting Part II; both parts must be passed to receive credit for the given course.

In the Basic Public Speaking Course, each student is uniformly assessed in three distinct areas: Oral Speaking Skill, Listening Comprehension Skill, and Writing Skill. In the Oral Speaking Skill segment, each student gives three major or regular speeches and four minor or short speeches. Each instructor assesses each speech on a departmental evaluation form which lists as criteria: speaking on the assigned topic; clarity and audibility; speech organization; delivery of speech within specified time limits; and use of supporting material. The individual instructor assesses listening comprehension and writing skills. Listening Comprehension Skills are assessed by a mid-term examination wherein the instructor reads each question orally. There is usually a mixture of true-false and/or fill-in-the-blank type questions but some are subjective in nature. The final examination consists of multiple-choice questions testing understanding and application of basic skill-related principles and concepts. Writing Skills are assessed on the basis of outlines submitted by the students. Such outlines will generally contain a specific purpose, the thesis statement, and headings indicating organization and supporting data.

In the Basic Interpersonal Communication course, each student is assessed in three areas: oral communication skills, listening-comprehension skill, and writing skill. In the Oral Communication section, the course instructor utilizes a departmental evaluation form appropriate to the particular type of assigned speech. There are two oral reports/group discussions and a taped interview. The evaluation form covers speaking clarity, appropriate language (vocabulary and grammar), clear organization, self control and discipline, and ability to paraphrase. The Listening Comprehension section consists of three quizzes. The true-false and fill-in-the-blank type questions are read orally by each instructor and cover basic concepts from the readings and class activities. There is a multiple-choice comprehensive final examination. The Writing Skills section of the course consists of a taped interview with another member of the class; each student is required to submit a typed planned outline of the proposed interview and an audio-cassette of the actual interview. A post-interview evaluation is written. There is also one required laboratory analysis written paper wherein the student demonstrates ability to define concepts, describe behaviors, and analyze them.

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